Implementation of Education Management as a Medicine in the Achievement of 21st Century Skills in Primary School

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Abstract. 21st century skills are very necessary to face the challenges of the world of education in the era of disruption. The success in applying 21st century skills to students depends on the teaching staff, because educators must understand more about 21st century skills. In an institution/school institution, so that educators can develop, a management educator is needed. The purpose of this research is to find out the implementation of management of educators in the achievement of 21st century skills. This study uses qualitative research methods. This research was conducted at SDN 03 Jaten, Karanganyar. The results of this study found that good management can be used as an intermediary in achieving 21st century skills. With the management of good educators, students are able to compete and be more creative in accordance with 21st century skills.

Keywords: *management of educators, 21st century skills.*

1. INTRODUCTION

The development and journey of this world is already in the 21st century, where there have been many changes here and there, including in the world of education. The 21st century began in 2001, because of the number of years since the discovery of the Christian calendar, the beginning of the discovery of the year should be in the year zero, and the first birthday should be in year 1, so entering the year 2000 is called the 21st century[1]. In this eternal 21 civilization has progressed, so is the existence of education, the world is increasingly open, activities are increasingly modern and even towards globalization. Life is also more materialistic and society is increasingly consumptive and appreciates worldly things. The progress of information and communication technology has changed the human lifestyle, both in work, socializing, playing and learning.

Changes that occurred in the 21st century are: (a) a small world, because it is connected by technology and transportation; (b) rapid growth for technology services and information media; (c) global economic growth that affects changes in employment and income; (d) emphasize on resource management: water, food and energy; (e) cooperation in handling environmental management; (f) increased security against privacy, security and terrorists; and (g) economic needs to compete in global competition [2].

21st century life requires the skills of students to be ready to face the challenges that exist. To deal with learning in the 21st century, everyone must have critical thinking skills, knowledge and digital literacy skills, information literacy, media literacy and master information and communication technology[3]. 21st century skills are creative and have diverse ideas, think critically and solve problems, communicate in various ways, both written and verbal and can work together [4]. These skills are termed 4 C, which stands for Critical Thinking or critical thinking, Collaboration or the ability to work together well, Communication or communication skills, and Creativity or creativity.

Success in achieving 21st century skills depends on the understanding and competence of the teaching staff, because of the teaching staff who manage learning in the classroom. Getting the teaching staff to abandon the teaching method from the teacher center to the student center needs a process, especially to familiarize the problem-based learning process. There needs to be good management in schools to overcome the various problems of educators in implementing problem-based learning to achieve 21st century skills in the learning process.

Management in schools to overcome the problems of educators is called management of educators. Management of education personnel is an effort to organize school personnel in their skills and social relations, ranging from accepted personnel to work to the development of their careers[5]. Management of education personnel as management of school personnel which means management of school personnel is the utilization of school personnel taken by way of assigning office tasks in accordance with the capabilities and authority of each individual [6]. Education personnel management or education personnel management aims to utilize education staff effectively and efficiently to achieve optimal results, but still in pleasant conditions. In connection with that, the personnel function that must be carried out by the leadership is to attract, develop, pay, and motivate personnel to achieve system goals, help members achieve positions and standards of behavior, maximize career development of education personnel, and align individual and organizational goals.

The task of the principal in relation to the management of education personnel is not an easy job because it not only seeks the achievement of school goals, but also the goals of education staff (teachers and employees) in person. Therefore, principals are required to work on education personnel management instruments such as attendance lists, rank order lists, curriculum vitae, work history lists, and employee conditions to help smooth SBM in the schools they lead.

Management of teaching staff in schools is part of School-Based Management. School-Based Management (SBM) is one of the government's efforts to achieve the superiority of the nation's people in mastering science and technology, which is shown by political questions in the Broad Guidelines of State Policy (GBHN) [7]. School Based Management (SBM) as a work process of the school community by applying the principles of autonomy, accountability, participation, and sustainability to achieve the objectives of quality education and learning[8]. School-based management means that the school management tasks are according to the characteristics and needs of the school itself and there are school members (including the board of directors, supervisors, principals, teachers). , parents and students, etc)[9].

Success in overcoming the challenges of education is not only for educators who basically manage classroom learning, but also depend on good management in schools. School-based management is one of the formal alternative choices for managing decentralized education implementation structures by placing schools as the main unit of improvement [5]. In accordance with the expert opinion above that School-Based Management is very important in achieving 21st century skills in school.

Moving on from a background that has been explained that the challenge of the world of education to face the 21st century is not only an issue of educators, but also other school members. The researcher feels that the management of the teaching staff is part of school-based management in achieving 21st century skills is very urgent to study, so the formulation of the problem in this study is how to manage the management of educators in the achievement of 21st century skills in 03 jaten ?. This study aims to determine the management of teaching staff in the achievement of 21st century skills in 03 jaten.

2. METHOD

This research method uses qualitative research methods. Data in this study were collected through observation and interviews. Activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated[10]. Data that has been collected from observations, then analyzed through three stages of activities that occur simultaneously. Three stages of analyzing data that occur simultaneously are: data reduction, data presentation, and conclusion / verification. (1) Data Reduction is Data Reduction which is carried out as a process of selecting, selecting data, simplifying and gross transformation in the field notes. Data reduction is intended to sharpen, classify, direct, discard unnecessary data and organize data according to their needs. (2), Data Presentation. Presentation of Data referred to as compiling a set of data that has been reduced which gives the possibility of drawing conclusions. The act of presenting data is done in the form of matrices, tables, and diagrams. (3) Conclusion withdrawal / verification. Drawing final conclusions can be made after the data is arranged in the data presentation. Verification is very important for conclusions that have been made to obtain validity. The subjects of this study are principals and teachers, where principals and teachers are informants who are considered to be able to provide valid information. The selection of these subjects used a purposive sampling technique. Purposive sampling is a technique of taking data sources with certain considerations[11]. This research was conducted at SDN 03 Jaten, Karanganyar during official hours.

3. RESULT AND DISCUSSION

3.1 Result

The results of this study are that there are several findings, namely the first school-based management, especially in the management of educators has been going well, this is evidenced by the supervision and guidance of the principal, and the learning community of educators to overcome various problems faced by educators. Secondly, principals and educators update their knowledge to address the challenges of education in the 21st century by applying 21st century skills to the learning process. Thirdly, the principal has a good child program for students who have advantages in their respective fields to be honed in their talents and interests and prepared for competitions at the sub-district, district, provincial, national and international levels. Fourth, students are not only prepared to excel in academic matters but also excel in non-academic matters through various extracurricular activities that are in accordance with their respective talents and interests. Fifth, instill character education through various ways and familiarize critical students to respond to various problems and familiarize creative students in utilizing goods and in terms of overcoming various problems. Sixth, educators utilize technology in learning and students are also prepared to become researchers with complete green house facilities according to the college level. Seventh, all classes starting from grades 1-6 use a scientific approach to learning every day so that students are

accustomed to critical thinking. Eighth, the assessment used by educators is an authentic assessment of both cognitive, affective, and psychomotor assessments every day and all teaching staff truly master the 2013 curriculum assessment system.

3.2 Discussion

Based on the results of the research described, in SDN 03 Jaten Karanganyar has implemented school-based management well, especially in the management of teaching staff. The management of educators is not easy, because it unites vision, mission and goals while everyone has a different character. The competency of the principal is very much needed in order to be able to unite the vision, mission and goals of all the teaching staff in the school. Some evidence that management at SDN 03 Jaten has gone well is that there is a learning community in the school. The learning community is used to address the various problems of educators in the classroom. The educators will later exchange opinions, experiences and knowledge. The principal also provides guidance and always supervises the performance of the teaching staff so that they are always increasing and can address the challenges of the 21st century education. SDN 03 Jaten is a national reference SD so that direct supervision from the director general of national education every day via satellite. The performance of school principals and educators is monitored on a daily basis. Direct supervision of the director general of education has a positive impact on principals and educators, so that all work together to always update knowledge and skills as needed in the 21st century.

At SDN 03 Jaten is known as a school that is full of achievements, this is not just a coincidence that all achievements are obtained, but also all prepared carefully. Achievements from the academic and non-academic fields are all obtained even not only at the sub-district or district level, but also at the provincial, national and even international levels. The headmaster has a school program called a good boy program. The master program is managed by a team according to their respective expertise consisting of educators from inside and outside the school. Educators are guided to always update knowledge so that school and student performance continues to increase. The good boy program is devoted to students who have advantages in certain fields and will be guided and then prepared to take part in competitions or Olympics. The school also collaborates with student guardians to provide extra school hours so that the results are maximum.

SDN 03 Jaten is an independent *adiwiyata* school. Independent *adiwiyata* schools above the national level are directly evaluated by the ministry. *Adiwiyata* schools form character learners who care about the environment, are disciplined, responsible and certainly more creative in using used goods around the school so as not to pollute the environment and waste management so as not to damage the environment. This *adiwiyata* program will not succeed without the cooperation of all stakeholders and also good management from the school. The *adiwiyata* program also teaches students to be more creative and critical according to 21st century skills.

21st century skills at SDN 03 Jaten are not only taught through *adiwiyata* programs, but also in daily learning. Daily learning in SDN 03 Jaten has implemented problem based learning, problem solving, problem based projects and also familiarizes students with critical thinking. Educators in SDN 03 Jaten did not find it difficult because one of the teaching staff at the SDN was a national instructor about the 2013 curriculum and truly mastered 21st century skills so that it was easier for other educators to exchange ideas about applying 21st century skills to student participants.

Educators in SDN 03 Jaten all have competencies above the average compared to other SDNs so that all are ready with all the challenges that must be faced in the world of education. For other schools it may be very difficult to implement and even familiarize students with

mastering 21st century skills, but in SDN 03 Jaten all parties are optimistic that by gradually getting used to the application of 21st century skills, learners can get used to thinking critically, collaborating, thinking creatively high level thinking. The ability to analyze a concept will train students to think complex[12]. 21st century skills are very good for future students to be more independent and creative through problem-based learning. When students get direct experience through independent learning activities and experiments, students are expected to get findings that contribute to improving understanding of concepts [13].

SDN 03 Jaten is an elementary school that has facilities like secondary schools. Many CCTVs are installed in several school corners, projectors are installed in all classes, there are computer laboratories and also language laboratories. In addition, there is also a greenhouse that is intentionally used for students learning about agriculture, and indeed students are also prepared to be researchers with tasks like universities. All educators also master the use of ICT in accordance with current technological developments.

Learning in SDN 03 Jaten totally uses the 2013 curriculum. All educators use a scientific approach and also use authentic assessment in accordance with cognitive, affective and psychomotor aspects of each student every day. Valuation is pure and in accordance with the work of the students and according to the students who do it every day. Assessment is organized neatly every day with a variety of student work. Active educators report the progress of each student's achievement to their respective guardians, so that there is a collaboration between the school and guardians of students to oversee the development of students.

4. CONCLUSION

21st century skills are a variety of skills students must possess to overcome educational challenges in the 21st. The delivery of 21st century skills will not succeed without being supported by the competence of the teaching staff, and not all educators are aware of that. Good management of school principals in managing school-based management, especially management of teaching staff, is crucial to the success of the delivery of 21st century skills, because the teaching staff still need a management to manage and overcome various problems of the teaching staff. With good management, educators can convey 21st century skills and prepare creative students so they are able to compete against the challenges of education in the 21st century.

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